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## Information

### *Professional Services Committee*

#### **Update on the Multiple and Single Subject Clear Credential Program Standards**

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**Executive Summary:** This agenda item presents the proposed revisions to the Multiple and Single Subject Clear Credential program standards. The draft standards will be brought back to the Commission at a future meeting for consideration and adoption.

**Recommended Action:** For information only

**Presenters:** Terry Janicki, Consultant, and Teri Clark, Administrator, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2009



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# Update on the Multiple and Single Subject Clear Credential Program Standards

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## Introduction

In November 2007, the Commission added two new standards to the Multiple and Single Subject Clear Credential (Fifth-Year of Study) program standards. These two standards are Program Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy; and Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum (<http://www.ctc.ca.gov/commission/agendas/2007-11/2007-11-3B.pdf>). Approved Clear Credential programs were to submit an addendum addressing implementation of the two new program standards by July 2008. However, changes in circumstances, including action by the Commission, necessitated delays in the implementation of those previously adopted additional program standards.

In related work, as part of SB 1209 (Chap. 517, Stats. 2006) the Induction program standards were reviewed and revised by an Induction Standards Design Team. On June 5, 2008, new Induction program standards were adopted by the Commission (<http://www.ctc.ca.gov/commission/agendas/2008-06/2008-06-3A.pdf>). Therefore, the Clear Credential program standards which lead to the same credential as Induction programs need to be modified. This agenda item reviews the work that has been completed to date on the revision and planned implementation of the modified Clear Credential program standards.

## Background

Education Code § 44259 (c) states that “The minimum requirements for the professional clear multiple or single subject teaching credential shall include completion of a program of beginning teacher induction, including one of the following: (1) A program of beginning teacher support and assessment approved by the commission and the Superintendent (Beginning Teacher Support and Assessment [BTSA] Induction) or; (2) an alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university (Institution of Higher Education Induction-IHE), in cooperation with one or more local school districts, that addresses the individual professional needs of beginning teachers and meets the commission's standards of induction.”

Later this same section of the Education Code states: “If an approved induction program is verified as unavailable to a beginning teacher, or if the beginning teacher is required under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) to complete subject matter coursework to be qualified for a teaching assignment, the commission shall accept completion of an approved fifth-year program.” The Education Code further states: “The commission shall develop and implement standards of program quality and effectiveness that provide for the areas of application starting in professional preparation and continuing through induction.”

Simply put, if neither a BTSA Induction nor an IHE Induction program is available to a beginning teacher, then an approved fifth-year program (Clear Credential Program) meets the clear requirement.

In June 2007, staff presented an agenda item that focused on the second level of professional preparation into the profession, and on the two routes to the Clear Credential—completion of an Induction program (BTSA Induction or IHE Induction) or a Clear Credential (fifth year of study) program.

The SB 2042 (Chap. 548, Stats. 1998) reform had many goals, one of which is especially pertinent to the discussion of the issues related to professional preparation discussed in this agenda item:

- An expectation that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching before earning a clear teaching credential.

The vision of SB 2042, based on the recommendations of the precursor SB 1422 (Chap 1254, Stats. 1992) panel, was to reconceptualize learning to teach as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. The following two year induction period would be the time when the beginning teacher puts pedagogical theories and content knowledge into practice in an actual classroom while under the guidance of a trained support provider. Induction was designed to be completed when the beginning teacher has their own classroom with K-12 students. The adopted Induction standards are based on the paradigm that the newly credentialed individual is teaching students in a classroom and able to demonstrate the requisite knowledge and skills through their teaching practice.

In 2004, a new law, AB 2210 (Chap. 343, Stats. 2004), clarified that induction is the required route to earn the Clear Credential unless an eligible employer verifies that induction (either BTSA Induction or IHE Induction) is not available or the new teacher has requirements to meet related to being highly qualified as required by the No Child Left Behind (NCLB) legislation. At the June 2007 meeting, staff presented the policy question related to the professional level of teacher preparation (i.e., preparation leading to a Multiple or Single Subject Clear Teaching Credential): What is the current level of comparability of the standards for Induction programs and Clear Credential (fifth year of study) programs, and how can disparities best be addressed?

A stakeholder group of induction and university teacher preparation community members met to review the two sets of standards and discuss the issues related to both Induction and Clear Credential programs. In order to address the comparability of these programs, this group recommended that the Clear Credential programs should be required to address: 1) Induction Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy, and 2) Induction Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum in addition to the currently adopted Fifth Year of Study standards. This recommendation was adopted by the Commission in November 2007.

Subsequently, on June 5, 2008, the Commission adopted new Induction program standards. Because the Clear Credential program standards, which were aligned to the previous Induction program standards, no longer aligned with the newly revised and adopted Induction program standards, the Committee on Accreditation, in their October 2008 meeting, made a

recommendation that another stakeholder meeting would be needed to bring the Clear Credential program standards into alignment with the revised Induction program standards.

### **Proposed Modification of Clear Credential Program Standards**

On November 12, 2008 a stakeholder group from the induction and university communities met to review the new Induction standards, to discuss the issues related to both Induction and the Clear Credential programs, and to propose revisions to the Clear Credential program standards. The group reviewed the current Clear Credential program standards and the newly adopted Induction program standards to be able to make recommendations for future Clear Credential program standards.

Table 1 provides a comparison of the previous Clear Credential program standards, the Induction program standards, and the proposed Clear Credential program standards. The proposed Clear Credential program standards are included in Appendix A.

**Table 1: Comparison of Adopted Clear Credential, Induction, and Proposed Clear Credential Program Standards**

<b>Adopted Clear Credential Program Standards</b>	<b>Induction Program Standards (2008)</b>	<b>Proposed Clear Credential Program Standards</b>
<i>Common Standards</i>		
1: Educational Leadership 2: Unit and Program Evaluation System 3: Resources 4: Faculty and Instructional Personnel 5: Admission 6: Advice and Assistance 7: Field Experiences and Clinical Practice 8: District-Employed Supervisors 9: Assessment of Candidate Competence	1: Educational Leadership 2: Unit and Program Evaluation System 3: Resources 4: Faculty and Instructional Personnel 5: Admission 6: Advice and Assistance 7: Field Experiences and Clinical Practice 8: District-Employed Supervisors 9: Assessment of Candidate Competence	1: Educational Leadership 2: Unit and Program Evaluation System 3: Resources 4: Faculty and Instructional Personnel 5: Admission 6: Advice and Assistance 7: Field Experiences and Clinical Practice 8: District-Employed Supervisors 9: Assessment of Candidate Competence

Adopted Clear Credential Program Standards	Induction Program Standards (2008)	Proposed Clear Credential Program Standards
<b><i>Program Standards:</i></b> <b><i>A) Programs Exhibit Effective Design Principles</i></b>		
	1: Program Rationale and Design 2: Communication and Collaboration 3: Support Providers and Professional Development Providers 4: Formative Assessment System	1: Program Rationale and Design 2: Communication and Collaboration 3: <i>Support Provided to Participating Teacher</i> 4: <i>Systematic Formative Assessment</i>
<b><i>Program Standards:</i></b> <b><i>B) Programs Provide Opportunities for Participants to Demonstrate Effective Teaching</i></b>		
1: Advanced Study of Health Education 2: Advanced Study of Teaching Special Populations 3: Advanced Study of Using Technology to Support Student Learning 4: Advanced Study of Teaching English Learners 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy 6: Advanced Study of Supporting Equity, Diversity, and Access to the Core Curriculum	5: Pedagogy 6: Universal Access: Equity for all Students	5: Pedagogy 6: Universal Access: Equity for all Students

Table 2 below details a timeline to seek additional feedback, consider additional modifications, adopt, and implement the revised Clear Credential program standards.

**Table 2: Ongoing Plan for Modifying, Adopting, and Implementing Standards in the Clear Credential Program**

Activity	Date
Commission reviews proposed new Clear Credential program standards for information	January 2009
Stakeholder feedback is collected for the revised Clear Credential program standards	February 2009
Revised Clear Credential program standards return to the Commission for consideration and possible adoption	March 2009
Technical assistance provided to sponsors of Clear Credential programs	April-May 2008
All Clear Credential programs begin to implement programs addressing the newly adopted standards	Beginning Fall 2009
As part of the routine accreditation activities, the program document will be updated during the Program Assessment process	Varies by cohort

Since this is an information item, the standards will return to the Commission for consideration and adoption after stakeholder feedback has been collected and reviewed.

## **Appendix A:**

### **Multiple and Single Subject Clear Credential Program Standards**

#### **Category A: Programs Exhibit Effective Design Principles**

##### **Program Standard 1: Program Rationale and Design**

The clear credential program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. The design is relevant to the contemporary and complex conditions of teaching and learning in California classrooms. It provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, preparation of individuals providing support to participating teachers, and program evaluation.

The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program collaborates with P-12 organizations to integrate clear credential program activities with district and partner organizations' professional development efforts.

##### **Program Standard 2: Communication and Collaboration**

The clear credential program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to a clear credential program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The clear credential program collaborates regularly with partner school and/or district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services or other personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the clear credential program and administrators establishes a professional, educational community, ensuring structures that support the activities of the program and coordinating additional site/district professional development opportunities. Programs communicate with site/district administrators regarding the importance of new teacher development and working conditions that optimize participating teachers' success. In order to effectively transition the new teacher from induction to the role of professional educator the program communicates with site administrators regarding effective steps to ameliorate or overcome challenging aspects of teachers' work environments.



**Program Standard 3: Support Provided to Participating Teacher**

The program selects, prepares, and assigns individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program.

The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. The program ensures ongoing and regular support to meet the individual needs of the participating teacher. The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the *California Standards for the Teaching Profession, Effective Teaching Standards* (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.

The program has defined criteria for assigning individual(s) providing support to participating teachers in a timely manner. Clear procedures are established for adjusting support when there is evidence from the participating teacher or the program that support is ineffective.

The program regularly assesses the quality of services provided by those who support participating teachers. The program leaders provide formative feedback on their work, retaining only those who meet the established criteria.

**Program Standard 4: Systematic Formative Assessment**

The clear credential program utilizes systematic formative assessment to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's systematic formative assessment is characterized by a plan-teach-reflect-apply cycle. The formative assessment, designed to improve teaching practice, is based on *California Standards for the Teaching Profession* (CSTP) and aligned with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared individual providing support and/or other colleagues as designated by the clear credential program.

Participating teachers and individuals providing support collaborate to develop a professional growth plan based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The plan guides the activities to support growth and improvement of professional practice in at least one content area of focus. The plan is a working document, and is periodically revisited for reflection and updating.

## **Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching**

### **Program Standard 5: Pedagogy**

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Applicable technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety issues.

### **Program Standard 6: Universal Access: Equity for all Students**

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

## **Program Standard 6: Universal Access: Equity for all Students (continued)**

### **a) Teaching English Learners**

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, referral and redesignation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

### **b) Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, and using assistive and other technologies).